



Grey Fox Conversational Latin Course

Level 1 - Intro to Conversation



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About the Author

Andrew Kuhry-Haeuser has worked as a Classics educator and private tutor for well over a decade in a broad range of subjects, from Latin and Ancient Greek to math and science, as well as art, literature, and standardized-test prep. He has worked with students of all ages, developing insights into language learning and general pedagogy that he has applied to his own teaching and

curriculum design. As the Founder and Head of the Carmenta Online Latin School and Grey Fox Tutors, he has an outstanding track record of success in the field of online education. In his free time he is an avant-garde novelist, movie maker, stand-up comedian, cartoonist, and ballroom dancer.

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Introduction

A Conversational Latin Course for a Wide Range of Teachers

This book is designed for teachers with a wide range of competencies in conversational Latin. Even a Latin teacher with minimal or no conversational experience can teach conversational Latin effectively by following the theory and instructions in this book. If, on the other hand, you are already an experienced conversationalist, this book can be a helpful curriculum guide since it outlines an appropriate structure and pace for teaching beginning students how to speak the Latin language.

Integrating the Grey Fox Course into Your Existing Latin Curriculum

The Grey Fox Course can be used either by itself as primary curriculum for a class on conversational Latin or, alternately, as supplementary curriculum to any number of popular Latin textbooks, including *Wheelock*, *Ecce Romani*, *Cambridge Latin Course*, *Latin for Americans*, *Latin for the New Millennium*, *Jenney*, *Oxford Latin Course*, or *Lingua Latina*. The Grey Fox Course has a built-in flexibility that makes it easy to add it to just about any existing Latin curriculum.

Teachers who are using any of these translation-focused textbooks may decide to devote a particular day each week to conversational Latin, which can work well. Still, we have found that it is normally more effective to block out a certain portion of every class period for conversational practice. Contrary to what many may expect, devoting some time each day to Latin conversation will not get in the way of translation-centered instruction since this practice will significantly improve students' translation skills as well as their memorization and retention of Latin vocabulary.

Teachers who already use an approach that is more conversation-centered may want to use this as a primary text. These teachers should address new rules of grammar (whether in a direct or intuitive manner) when they are first introduced in the Grey Fox text. Whether rules of grammar are taught directly or not, repeated application of these rules in conversation will lead to far more rapid understanding and then permanent acquisition.

Structure of the Grey Fox Course

Individual teachers should move through the text at a pace that makes sense for their particular students. Some teachers may move through a chapter in just a few days while others may take weeks. In general, it's best if teachers only move on to the subsequent chapter once they feel their students have mastered the material in the current chapter and have gained sufficient facility in the level of conversation that's outlined in that chapter.

It is a good idea to divide each conversation session into three equal sections:

1. Introduce new concepts/vocabulary.
2. Move through class student by student, asking questions using the vocabulary from all previous chapters.
3. Move through class student by student, asking questions using the vocabulary from the current chapter.

Most chapters have their own accompanying visual vocabulary sheets. There are two versions included, one with both images and Latin vocabulary words and the other with just the images. These images should be used by the teacher during class, projected from a computer onto an overhead or shared to student devices. The version with Latin vocabulary words should be used to teach the vocabulary and ask the students questions in Latin. The version without Latin vocabulary words should be used to ask the students questions in Latin once they have some confidence in the vocabulary.

Class Teaching Goals

Teachers should move slowly and keep things simple, though the pace will depend somewhat on the level of the students. The goal in this introductory text is not so much to teach new grammar or vocabulary as to get the students engaged in VERY simple question-and-answer conversation. Students who have never spoken Latin before are challenging their minds in a new way, and so progress will be slow in the beginning. Still, once students have gotten over that initial hump, which may last as long as several months, progress will accelerate.

At this stage students will have a hard time speaking to each other in Latin, so it is best to limit conversation to back-and-forth between the teacher and individual students—the teacher asking a question in Latin and the student then responding in Latin. Students will need to be shown EXACTLY how to do everything. It is best first to ask and answer your own questions, then have the students imitate you.

Try to limit yourself to the vocabulary in the current chapter along with the chapters you have already covered. The goal in this introductory text is not to use a lot of vocabulary or grammar but to make the students comfortable with using Latin as a conversational language at a very simple level. Improved vocabulary and grammar understanding will come in time as a result of extensive conversational practice. Contrary to what you might expect, conversational skill will generally precede the acquisition of vocabulary, rather than the other way around. In fact, there is no better way for a student to learn and retain Latin vocabulary than to engage in frequent conversation in the language.

The teacher's goal should be to fit 60 teacher questions and 60 student answers into each 30 minutes of class time. The more practice each individual student gets, the better off he

or she will be. Your questions and the students' answers should have no more than two or three words in them in the beginning. Over the course of this text, sentence length should grow very gradually, until they contain as many as five or six words by the time you reach the end of this textbook. Beginning Latin conversation students, even if they have had a year or more of Latin before this, will have a hard time understanding and constructing sentences that are any longer than this.

Ideally, the teacher should vary the word order in Latin sentences constantly, forcing students to let go of the English word-order paradigm, and even the most common Latin word-order patterns. Students need to learn intuitively all that Latin can do. For instance, the question "Arancium fructus est?" should be asked a number of times, but each time with a different word order. For example:

"Arancium fructus est?"
"Fructus arancium est?"
"Arancium est fructus?"
"Fructus est arancium?"
"Est arancium fructus?"
"Est fructus arancium?"
"Estne fructus arancium?"
Etc.

At the same time, the teacher should encourage students to vary the word order of their responses in the same way. For example:

"Ita, arancium fructus est."
"Vero, fructus arancium est."
"Quippe, arancium est fructus?"
Etc.

Accentuation and Pronunciation

We have not included word accents in this text, just as they are not included in actual Latin texts. Still, it is important that the teacher know the correct accent for each word since students will be learning how to pronounce words by imitating the teacher. If the teacher says a word incorrectly, then students will too. It is also important that the teacher use a consistent pronunciation style. The [Grey Fox Online Archives](#) contain pronunciation guides for both the [Classical](#) and [Italian/Ecclesiastical](#) Pronunciations of Latin. The Latin Rules of Accent are included on the last page of each pronunciation guide. Teachers who are unsure of their accentuation and/or pronunciation should brush up on them before beginning this course. If you are unsure about the accent of a particular word in a chapter, it is best to look the word up in any dictionary that includes macra over long vowels (e.g., *Cassell's* or *Oxford*) and find the correct accented syllable by applying the Rules of Accent.

Homework Guidelines

The ideal homework assignments for this course are text-based Latin conversations between two students. Teachers should assign student pairs for these homework assignments. Students can use Skype, Facebook, Google Docs, or any other texting platform for this. Their conversations should be 100% in Latin and about their real lives, and they should feel free to use any vocabulary they need for these text conversations, looking words up either in the [William Whitaker's Words](#) online Latin dictionary or [Vicipaedia \(Latin Wikipedia\)](#). The teacher should demonstrate how to use these online resources on the first day of class. It is best to assign partners based on level of competence in Latin conversation—the more advanced paired with the more advanced, the less advanced with the less advanced. Teachers should assign anywhere between 30 minutes and three hours per week of text conversation homework. Obviously, the more conversation homework teachers assign, the faster their students will progress. At the end of each conversation, one or both of the students in a homework team should copy and paste the text into a Word file and either send it to the teacher over email or print it out and hand it in at the next class session. Or, if the conversation was held in Google Docs, students should send the teacher a link to the file.

Conversational Latin Workshops for Latin Teachers on Skype

Latin teachers who are interested in developing their conversational Latin skills can take advantage of Grey Fox's free weekly Skype Workshops. These Workshop classes are open to all current or retired Latin teachers and are built to give those with all levels of conversational Latin experience the practice they need. For further information on our Workshop classes, including the current class schedule, check out the [Latin Teacher Workshops](#) page on the Grey Fox Tutors website.

Latin Language Resources in the Grey Fox Online Archives

We provide a wide range of free downloadable Latin teaching resources on the [Archives](#) page of the Grey Fox website. These resources include Latin Visual Vocab Sheets, Pronunciation Guides, Sentence Translation Steps, Declension and Conjugation Charts, Special Case Uses, and Sentence and Clause Types. Our materials were made to work with a wide range of curricula for students at all levels.

The Grey Fox Facebook Group - A Forum for Latin Teachers

[Our Latin Teacher Facebook Forum](#) is open to all current, former, or prospective Latin teachers. The Forum is a place for Latin teachers to discuss matters related to the Latin language, teaching Latin, and Classics in general. The goal of the Forum is to give

teachers a chance to interact with other Latin and Greek teachers in a safe environment. Because it is a closed group, teachers can discuss assignments without worrying that students or parents may be looking in. The group is moderated by Grey Fox administrators, and all posts are relevant to Latin and Greek pedagogy.

Note on Vocabulary

The vast majority of the vocabulary in this book came from the online Latin dictionary [William Whitaker's Words](#) and [Vicipaedia \(Latin Wikipedia\)](#).

Feedback

We welcome any feedback you may have on this text. Our goal is to create the most useful conversational Latin textbook that we possibly can, and your feedback helps us to do this. Please send all comments to info@greyfoxtutors.com.

Chapter 1

Basic Latin Conversational Phrases

Basic Vocabulary and Phrases

Salve! = Hello. (when addressing a single person)

Salvete! = Hello. (when addressing more than one person at once)

Vale! = Goodbye. (when addressing a single person)

Valete! = Goodbye. (when addressing more than one person at once)

Quid novi? = What's up? / What's new? (lit., "What is of a new thing?")

Nihil novi. = Nothing's up. / Nothing's new. (lit., "Nothing is of a new thing.")

Paucum novi. = Very little is up. / Very little is new. (lit., "Little is of a new thing.")

Multum novi. = A lot is up. / A lot is new. (lit., "Much is of a new thing.")

Quid agis? = How are you? (lit., "What are you doing?")

Ut vales? = How are you? (lit., "How do you prevail?")

Bene. = Well.

Male. = Poorly.

Et bene et male. = So-so. (lit., "Both well and poorly.")

Valeo bene. = I'm well. (lit., "I prevail well.")

Valeo male. = I'm unwell. (lit., "I prevail poorly.")

Non valeo bene. = I'm not well. (lit., "I'm not prevailing well.")

Ita, Vero, Ita vero, Quippe, Sic. = Yes.

Minime, Non, or restatement of question with negative added. = No.

Omnes (Used as vocative) = You all

Discipuli (Used as vocative) = Students (male and female mix)

Discipulae (Used as vocative) = Students (all female)

Magister (Used as vocative) = Teacher (male)

Magistra (Used as vocative) = Teacher (female)

Discipule (Used as vocative) = Student (male)

Discipula (Used as vocative) = Student (female)

Amice (Used as vocative) = Friend (male)

Amica (Used as vocative) = Friend (female)

Teaching Tips

Go over these basic conversational phrases and words along with their meanings, explaining how to ask and answer these simple questions. Students should write the vocabulary down as you go over it, along with the English translations.

Sample Greetings

Salve, discipule!
Salve, magister!
Salvete, discipuli!
Salve, amica!
Salvete, omnes!
Vale, discipula!
Vale, magistra!
Valete, discipuli!
Valete, discipulae!
Vale, amice!

Sample Questions/Answers

Q1: Quid agis?
Q2: Ut vales?

A1: Bene.
A2: Male.
A3: Et bene et male.
A4: Valeo bene.
A5: Valeo male.
A6: Non valeo bene.

Q: Quid novi?

A1: Paucum novi.
A2: Nihil novi.
A3: Multum novi.

Q1: Bene vales?
Q2: Vales male?
Q3: Non bene vales?

A1: Ita vero. Valeo bene, magistra.
A2: Minime. Valeo male, discipula.
A3: Quippe. Bene valeo, amica.
A4: Sic, magister. Non valeo bene.

Chapter 2

Basic Sentence Formation and the Face

Face Vocabulary

vultus, -us = face
frons, frontis (m/f) = forehead
oculus, -i = eye
supercilium, -i = eyebrow
nasus, -i = nose
mentum, -i = chin
labium, -i = lip
bucca, -ae = cheek
auris, -is (f.) = ear
capillus, -i = hair
os, oris (n.) = mouth

Other Vocabulary

Est. = He/she/it/there is.
Sunt. = They/there are.
Quid est? = What is it?
Quae sunt? = What are they?

Teaching Tips

Ask individual students the two questions above (Quid est? Quae sunt?) or questions containing one of the vocabulary words (Nasus est? Sunt aures?) while pointing at each part of the face, either on the overhead or on your own face.

Use first 2 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Note 1: We have included the gender of a noun when it is not obvious from the declension. But when a particular declension always (or almost always) has a certain gender, we have not included the gender.

Note 2: The sample questions and answers in each chapter are meant only as a jumping-off point for the teacher. Do your best to ask the largest variety of questions possible while still sticking to the vocabulary and question types included in the book so far.



Sample Questions/Answers

Q: Quid est? (Ask as you point at cheek.)

A: Bucca est.

Q: Quae sunt, discipula? (Ask as you point at eyebrows.)

A: Sunt supercilia.

Q: Sunt aures? (Ask as you point at eyes.)

A: Minime! Oculi sunt.

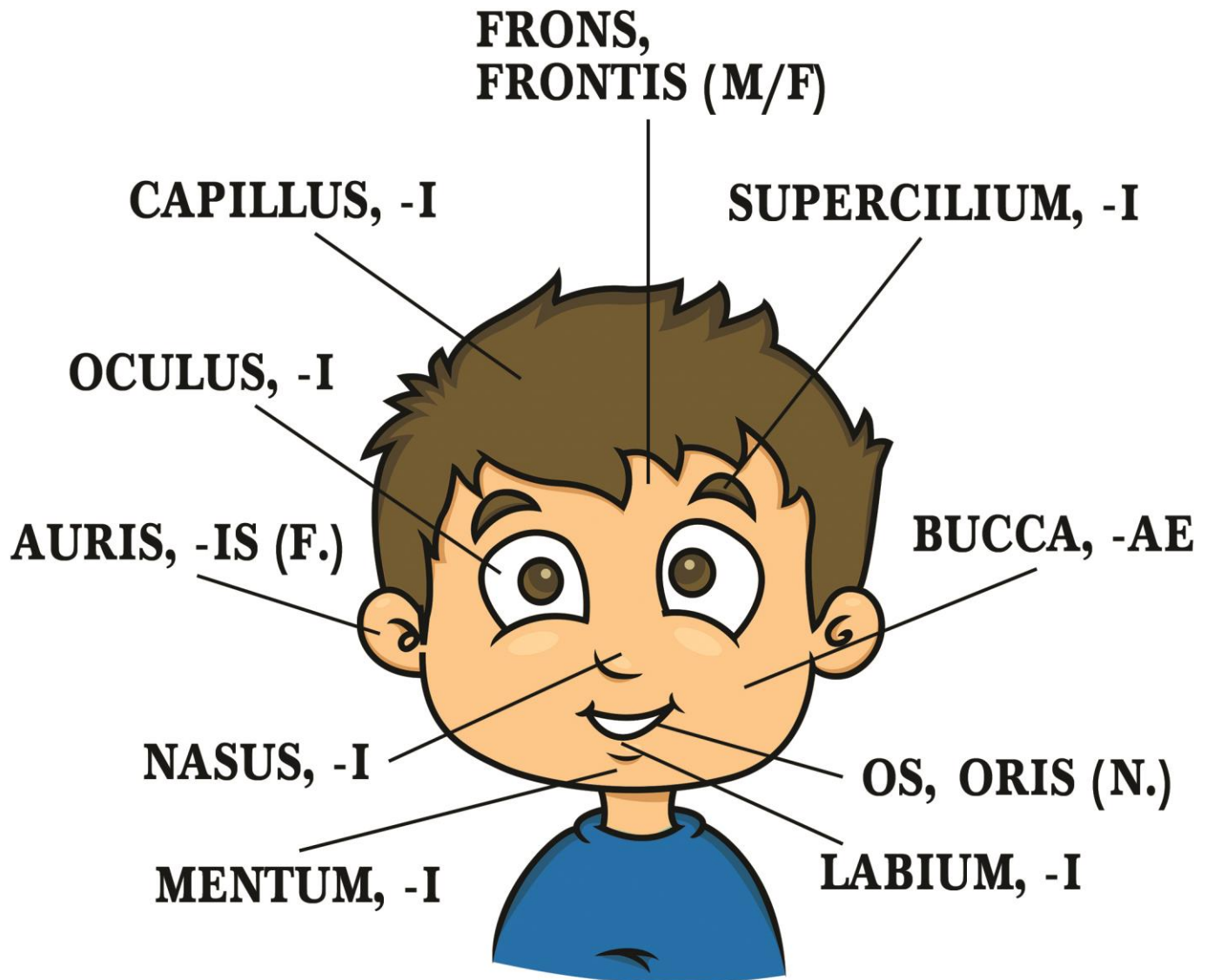
Q: Capillus est? (Ask as you point at hair.)

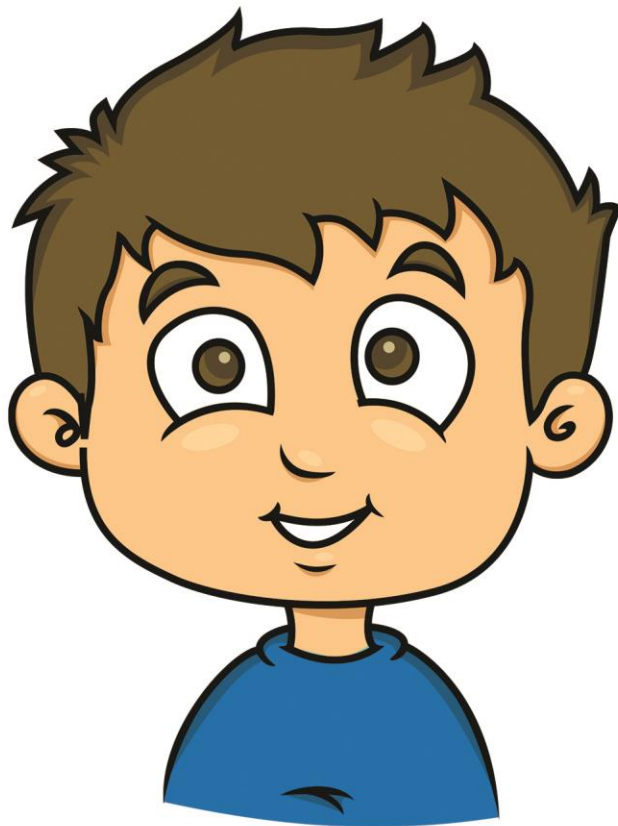
A: Ita! Capillus est.

Q: Sunt labia? (Ask as you point at nose.)

A: Minime. Nasus est.

Vultus





Chapter 3

The Human Body

Body Vocabulary

corpus, corporis (n.) = body

manus, -us (f.) = hand

digitus, -i = finger

caput, capitis (n.) = head

collum, -i = neck

bracchium, -i = arm

crus, cruris (n.) = leg

pes, pedis (m.) = foot

dorsum, -i = back

Other Vocabulary

-ne = *Can be appended to the first word in a question that does not contain an interrogative.*

Teaching Tips

Ask individual students the two questions above (Quid est? Quae sunt?) or questions containing one of the vocabulary words (Caput est? Sunt digiti?) while pointing at each part of the face and body, either on the overhead or on your own face and body.

Use first 3 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est? (Ask as you point at hand.)

A: Manus est.

Q: Estne dorsum? (Ask as you point at back.)

A: Quippe! Dorsum est.

Q: Quae sunt, discipule? (Ask as you point at arms.)

A: Bracchia sunt, magister.

Q: Bracchia sunt? (Ask as you point at legs.)

A: Non! Crura sunt, magister.

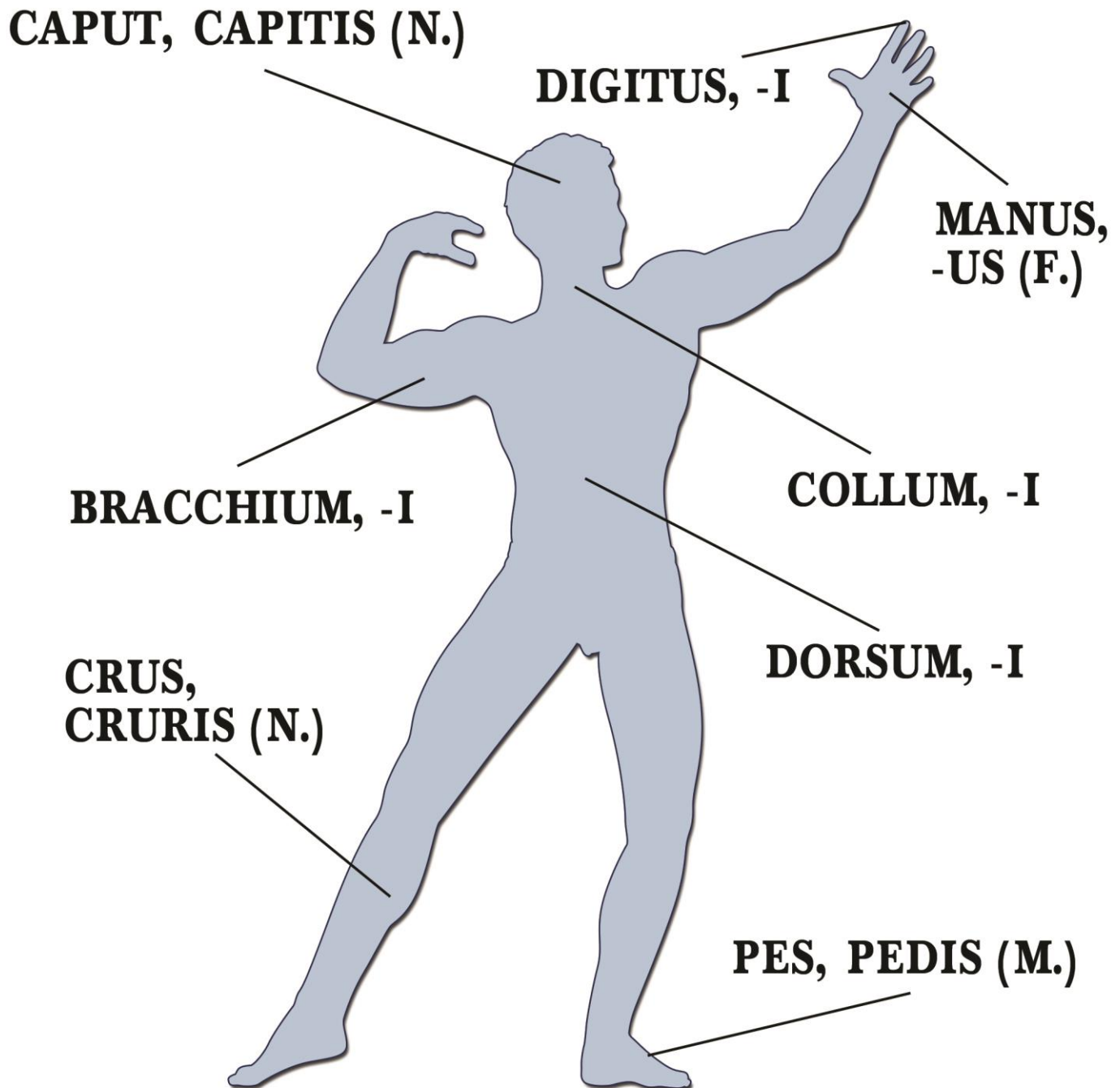
Q: Manusne est, discipula? (Ask as you point at hand.)

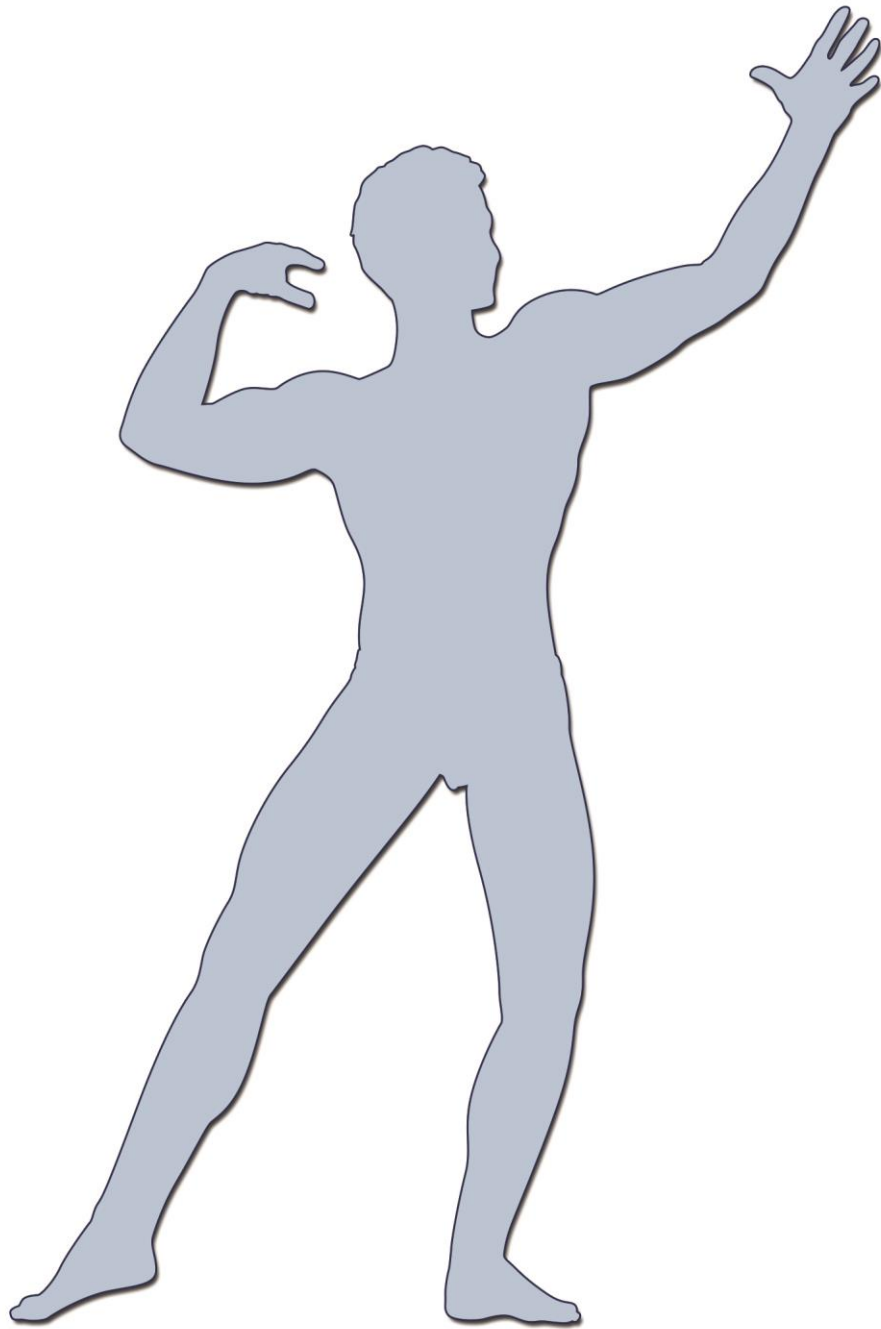
A: Sic. Est manus.

Q: Sunt colla, discipule? (Ask as you point at feet.)

A: Minime, magister. Pedes sunt.

Corpus





Chapter 4

Dinner Table

Dinner Table Vocabulary

cena, -ae = dinner
furca, -ae = fork
cochlear, cochlearis (n.) = spoon
culter, cultri = knife
mensa, -ae = table
poculum, -i = cup/glass
lintheum, -i = napkin
patella, -ae = plate

Other Vocabulary

et = and
sed = but
non = not

Teaching Tips

Ask individual students the two questions above (Quid est? Quae sunt?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at each part of the face, body, and dinner table either on the overhead or using real objects in the classroom.

Use first 4 weeks' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est? (Ask as you point at knife.)
A: Culter est.

Q: Cochlear est? (Ask as you point at cup.)
A: Minime. Est poculum.

Q: Patella et furca sunt? (Ask as you point at plate and napkin.)

A: Non sunt. Patella est, sed non est furca. Linteum est.

Q: Quae sunt? (Ask as you point at table and cup.)

A: Mensa et poculum sunt, magistra.

Q: Culter non est? (Ask as you point at knife.)

A: Non! Culter est.

Cena

PATELLA, -AE



POCULUM, -I

MENSA, -AE



**CULTER,
CULTRI**



LINTEUM, -I



FURCA, -AE

**COCHLEAR,
-ARIS (N.)**



Chapter 5

Numbers

Numbers Vocabulary

numerus, -i = number

unus, -a, -um = one

duo, duae, duo = two

tres, tria = three

quattuor = four

quinque = five

sex = six

septem = seven

octo = eight

novem = nine

decem = ten

Other Vocabulary

Quot? = How many?

Quot ____ sunt? = How many ____ are there?

Declensions

"Two"				"Three"	
	M	F	N	M/F	N
Nom.	duo	duae	duo	tres	tria
Gen.	duorum	duarum	duorum	trium	trium
Dat.	duobus	duabus	duobus	tribus	tribus
Acc.	duos	duas	duo	tres	tria
Abl.	duobus	duabus	duobus	tribus	tribus

Teaching Tips

Ask individual students the three questions (Quid est? Quae sunt? Quot ___ sunt?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at each part of the face, body, and dinner table. Have students include the numbers in their answers, paying close attention to gender/number/case agreement for the numbers "unus, -a, -um", "duo, duae, duo", and "tres, tria". "Quattuor" through "decem" are indeclinable.

Use first 5 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quot aures sunt? (Ask as you point at two ears.)

A: Duae aures sunt.

Q: Quot mensae sunt? (Ask as you point at table.)

A: Una mensa est.

Q: Quattuor furcae sunt? (Ask as you point at fork.)

A: Minime. Una furca est.

Q: Quinque bracchia sunt? (Ask as you point at two arms.)

A: Non! Duo bracchia sunt!

Q: Suntne tres nasi? (Ask as you point at one nose.)

A: Minime! Nasus unus est.

Q: Tres buccae sunt? (Ask as you point at two cheeks.)

A: Non, magistra. Sunt duae buccae.

Chapter 6

Days of Week

Days of Week Vocabulary

dies Lunae = Monday (lit., "day of the moon")
dies Martis = Tuesday (lit., "day of Mars")
dies Mercurii = Wednesday (lit., "day of Mercury")
dies Jovis = Thursday (lit., "day of Juppiter/Jove")
dies Veneris = Friday (lit., "day of Venus")
dies Saturni = Saturday (lit., "day of Saturn")
dies Solis = Sunday (lit., "day of the sun")

Other Vocabulary

dies, diei (m./f.) = day
hebdomas, hebdomadis (f.) = week
ante (+acc.) = before
post (+acc.) = after
inter (+acc.) = between
hodie = today
heri = yesterday
cras = tomorrow

Teaching Tips

Ask individual students the three questions (Quid est? Quae sunt? Quot ____ sunt?) or questions containing one or more of the vocabulary words (Culter est? Sunt patellae?) while pointing at each part of the face, body, and dinner table. Ask questions about the days of the week using the vocabulary in this chapter. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement.

Use first 6 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est ante diem Jovis?
A: Dies Mercurii ante diem Jovis est.

Q: Quid cras dies erit? (Note: You can begin to integrate other forms of "sum" where appropriate, but do this slowly and make sure the students can handle it.)

A: Dies Veneris erit cras. (If today is Thursday.)

Q: Quid est dies inter diem Lunae et diem Mercurii?

A: Dies inter diem Lunae et diem Mercurii est dies Martis.

Q: Quot dies inter diem Martis et diem Veneris sunt?

A: Inter diem Martis et diem Veneris duo dies sunt.

Q: Quot dies in hebdomade sunt?

A: Septem dies in hebdomade sunt.

Q: Quid erat dies heri? (If today is Tuesday.)

A: Heri erat dies Lunae.

Dies Hebdomadis

MONDAY

**DIES
LUNAE**

TUESDAY

**DIES
MARTIS**

WEDNESDAY

**DIES
MERCURII**

THURSDAY

**DIES
JOVIS**

FRIDAY

**DIES
VENERIS**

SATURDAY

**DIES
SATURNI**

SUNDAY

**DIES
SOLIS**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Chapter 7

Action Verbs

Action Verb Vocabulary

Quid ago? = What am I doing?

ago, agere, egi, actum = do, conduct

scribo, scribere, scripsi, scriptum = write

lego, legere, legi, lectum = read

tango, tangere, tetigi, tactum = touch

video, videre, vidi, visum = see

habeo, habere, habui, habitum = have

Grammar Point

die Lunae (ablative of time when/within which) = on Monday

Teaching Tips

Ask individual students the four question types (**Quid est?** **Quae sunt?** **Quot ____ sunt?** **Quid [action verb]?**) or questions containing one of the vocabulary words (**Culter est?** **Sunt patellae?**) while pointing at each part of the face, body, and dinner table. Use the new action verbs as much as possible, but use only the Present Indicative Active. Also, from now on use accusative direct object forms of nouns as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Be sure to teach students about the Ablative of Time When/Within Which and use it in questions and answers.

Use first 7 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: **Quid ago, discipula?** (Ask as you pretend to write.)

A: **Scribis, magistra.**

Q: **Quid tango?** (Ask as you touch your arm.)

A: **Bracchium tangis.**

Q: Quot oculos habeo?

A: Duos oculos habes.

Q: Quot patellas vides? (Ask as you point at one plate.)

A: Unam patellam video.

Q: Quot labia habes?

A: Habeo duo labia.

Q: Die Mercurii legis?

A: Vero! Die Mercurii lego, et die Jovis!

Q: Die Solis scribis?

A: Minime, magistra. Sed die Lunae scribo.

Chapter 8

Fruit

Fruit Vocabulary

fructus, -us = fruit
banana, -ae = banana
pomum, -i / malum, -i = apple
melopepo, melopeponis (m.) = watermelon
cerasus, -i = cherry
ananasa, -ae = pineapple
arancium, -i = orange
pirum, -i = pear
fragum, -i = strawberry
figus, -i = fig
persicum, -i = peach
uva, uvae = grape
actinidia, -ae = kiwifruit

Other Vocabulary

nunc = now

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, and fruit. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 8 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est? (Ask as you point at fig.)
A: Est ficus.

Q: Quot cerasi sunt? (Ask as you point at cherries.)

A: Duo cerasi sunt.

Q: Quot pira vides? (Ask as you point at pear.)

A: Unum pirum video.

Q: Uvas hodie vides? (Ask as you point at grapes.)

A: Nunc video uvas!

Q: Arancium fructus est?

A: Ita! Arancium est fructus.

Q: Fragarias die saturni habes?

A: Minime. Die saturni fragarias non habeo.

Fructus

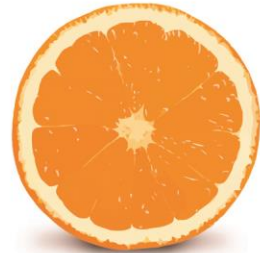
BANANA, -AE



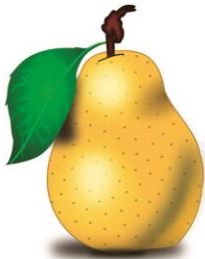
POMUM, -I



ARANCIUM, -I



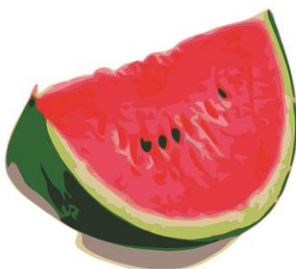
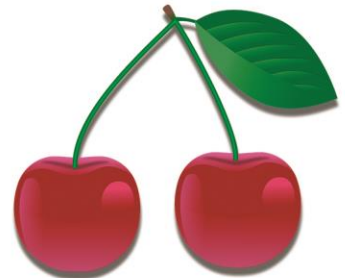
PIRUM, -I



FRAGUM, -I



CERASUS, -I



**MELOPEPO,
MELOPEPONIS (M.)**

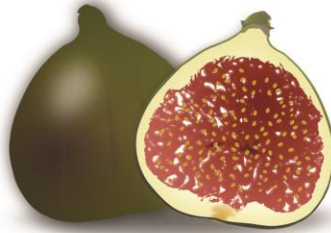
UVA, -AE



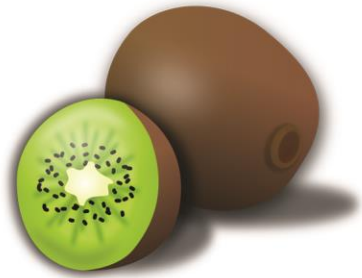
PERSICUM, -I



FICUS, -I



ACTINIDIA, -AE



ANANASA, -AE



LIMON, -IS (F.)



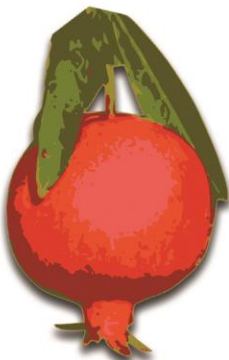
VACCINIUM, -I

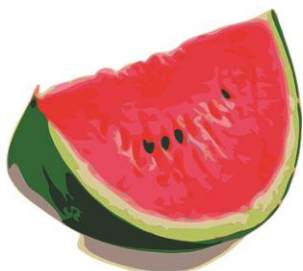
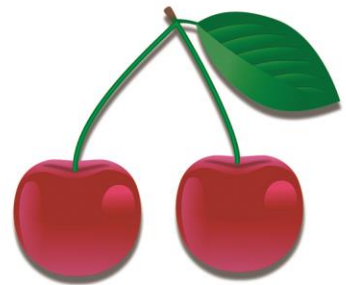
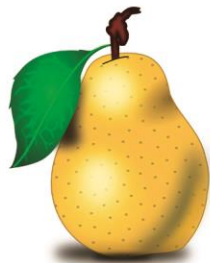
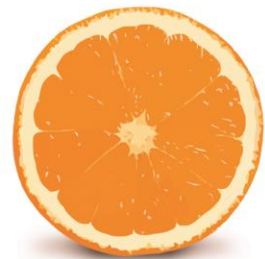
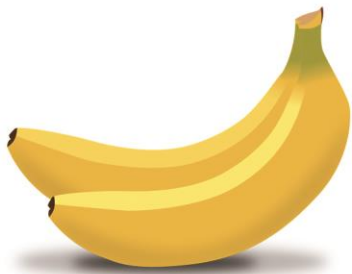


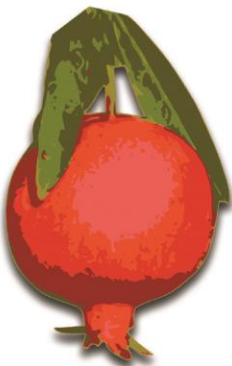
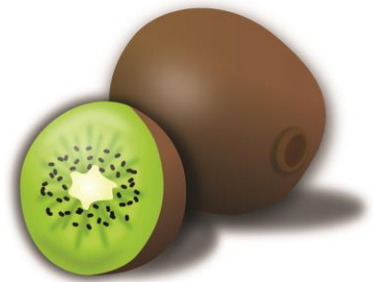
ARMENIACUM, -I



GRANATUM, -I







Chapter 9

Furniture

Furniture Vocabulary

supellex, supellectiles (f.) = furniture
domus, -i (f.) = house
cubiculum, -i = bedroom
lectus, -i = bed
speculum, -i = mirror
vestiarium, -i = closet, wardrobe
pegma, pegmatis (n.) = bookshelf, bookcase
triclinium, -i = couch, sofa
sella, -ae = chair
cathedra, -ae = easy chair
analogium, -i = desk
scamnum, -i = stool
mensa, -ae = table
lampas, lampadis (f.) = lamp
mensula, -ae = side table

Other Vocabulary

Ubi? = Where?
in (+abl.) = in
meus, -a, -um = my
tuus, -a, -um = your

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, and furniture. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 9 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.



Sample Questions/Answers

Q: Quid est? (Ask as you point at bed.)

A: Lectus est.

Q: Analogium habes?

A: Ita. Habeo analogium.

Q: Ubi est vestiarius?

A: Vestiarius in cubiculo est.

Q: Quot triclinia sunt in tua domo.

A: In mea domo duo triclinia sunt.

Q: Sellam habes?

A: Ita vero. Habeo sellam.

Q: Ubi tuus lectus est?

A: In meo cubiculo meus lectus est.

Q: Cultri in tua domo sunt?

A: Quippe! Cultros in mea domo habeo!

Supellectiles in Domo

LECTUS, -I



MENSULA, -AE



**PEGMA,
PEGMATIS (N.)**



SELLA, -AE



CUBILE, -IS (N.)



VESTIARIUM, -I



SCAMNUM, -I

CATHEDRA, AE





Chapter 10

Clothing

Clothing Vocabulary

vestis, -is (f.) = clothing, garment

bracae, -arum = pants

calceus, -i = shoe

camisia, -ae = outer shirt

focale, -is (n.) = tie

petasus, -i = hat

tunica, -ae = undershirt

impilium, -i = sock

jacca, -ae = jacket

caracalla, -ae = greatcoat

gunna, -ae = skirt

horologium, -i = wristwatch

follis, -is (m.) = purse, handbag

Other Vocabulary

multus, -a, um = much (sing.), many (pl.)

hic = here

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, and clothing. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 10 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.



Sample Questions/Answers

Q: Quid vides? (Ask as you point at watch.)

A: Horologium video.

Q: Quot calceos habes?

A: Habeo duos calceos.

Q: Vestis est? (Ask as you point at shirt.)

A: Ita! Vestis est. Camisia est.

Q: In tuo vestiario bracciae et gunna sunt?

A: Minime. Braccae sunt in meo vestiario, sed gunna non est.

Q: Quot focalia hic vides?

A: Unum focale video. (If only the teacher has a tie.)

A: Multa focalia video. (If all the students have ties.)

Q: Impilium habeo?

A: Ita vero. Sed duo impilia habes.

Vestis

**BRACAE,
BRACARUM (PL.)**



TUNICA, -AE



CAMISIA, -AE



CALCEUS, -I



**FOCALE,
-IS (N.)**



**HOROLOGIIUM
ARMILLARE**



IMPILIUM, -I



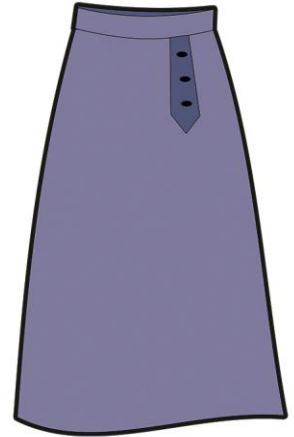
JACCA, -AE



CARACALLA, -AE



GUNNA, -AE



FOLLIS, -IS (M.)



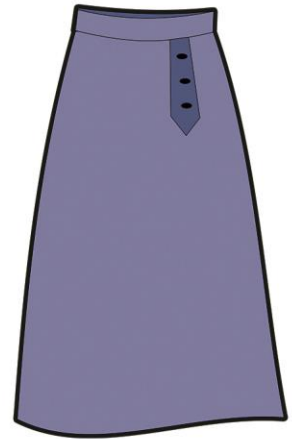
PETASUS, -I



TORQUIS, -IS (M./F.)







Chapter 11

Animals

Animals Vocabulary

animal, -alis (n.) = animal
canis, is (m.) = dog
feles, -is (f.) = cat
pullus, -i = chicken
porcus, -i = pig
ovis, -is (f.) = sheep
hircus, -i = goat
vacca, -ae = cow
equus, -i = horse
ursus, -i = bear
simia, -ae = monkey
mus, muris (m.) = mouse
serpens, serpentis (m./f.) = snake
elephantus, -i = elephant
leo, leonis (m.) = lion
tigris, -is (m.) = tiger
rhinoceros, -otis (m.) = rhinoceros

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, and animals. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 11 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est? (Ask as you point at horse.)
A: Est equus.

Q: Murem et leonem vides?

A: Quippe. Video leonem et murem.

Q: Tigrem in tua domo habes?

A: Minime, magistra! In mea domo tigrem non habeo!

Q: Canis duos nasos habet?

A: Non. Unum nasum canis habet.

Q: Elephantine scribunt?

A: Minime! Elephanti non scribunt, sed scribo.

Q: Feles hic est?

A: Feles hic non est.

Q: Ubi est feles?

A: In mea domo feles est!

Animalia Domestica

CANIS, -IS (M.)



FELES, -IS (F.)



PULLUS, -I



VACCA, -AE



EQUUS, -I



PORCUS, -I



OVIS, -IS (F.)



HIRCUS, -I



Animalia Fera

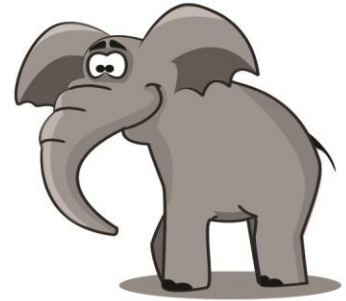
URSUS, -I



SIMIA, -AE



ELEPHANTUS, -I



**LEO,
LEONIS (M.)**



TIGRIS, -IS (M.)



**RHINOCEROS,
-OTIS (M.)**

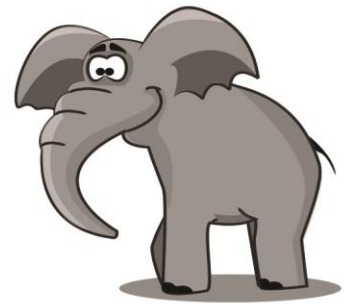


**SERPENS,
SERPENTIS
(M./F.)**

**MUS,
MURIS (M.)**







Chapter 12

Kitchen

Kitchen Vocabulary

culina, -ae = kitchen

focus, -i = stove

lacus, -us = sink

aqua, -ae = water

frigidarium, -i = refrigerator

vinum, -i = wine

cibus, -i = food

mensa, -ae = table

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, and kitchen items. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 12 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Ubi focus est?

A: Focus in culina est.

Q: Vinum et cibus vides?

A: Quippe. Video vinum et cibus.

Q: Ubi frigidarium est?

A: In culina est frigidarium.

Q: Habes porcos et cultros in tua culina?

A: Cultros habeo in mea culina, sed porcos non!

Q: Quot sellae sunt in tua culina?

A: Quattuor sellas in mea culina habeo.

Q: Lacumne in tuo cubiculo habes?

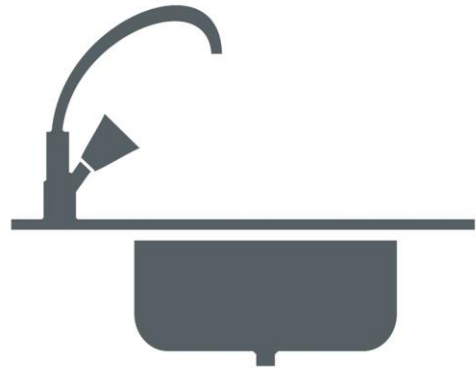
A: Minime. In meo cubiculo lacus non est.

Culina

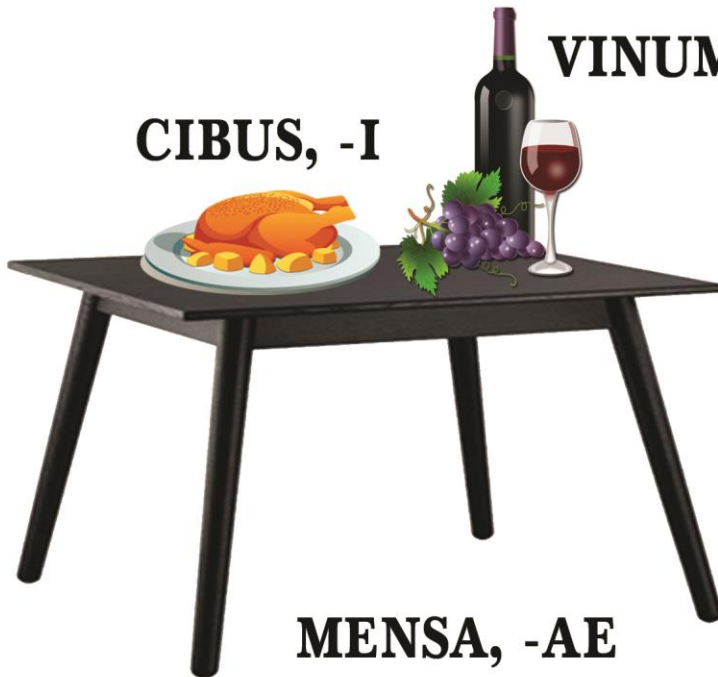
FOCUS, -I



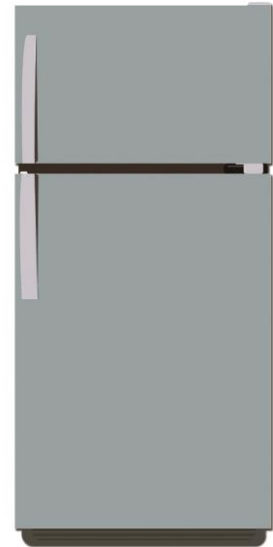
LACUS, -US (M.)



CIBUS, -I

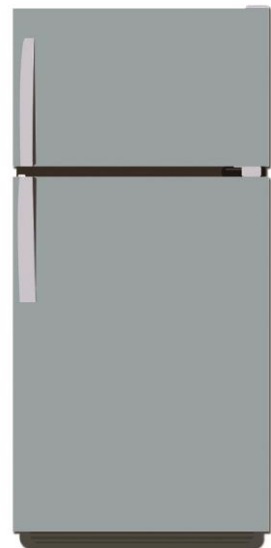
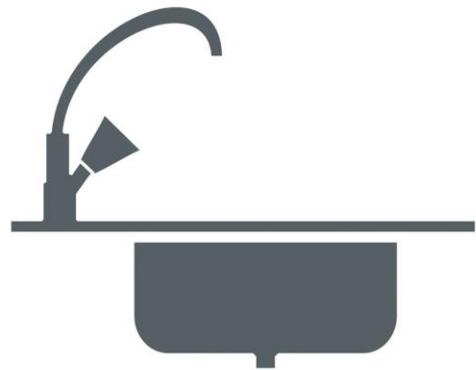
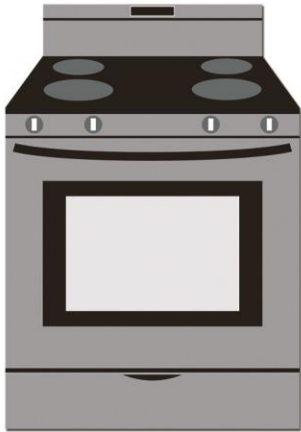


VINUM, -I



MENSA, -AE

FRIGIDARIUM, -I



Chapter 13

Bathroom

Bathroom Vocabulary

balneum, -i = bathroom

lavacrum, -i = bathtub

lacus, -us = sink

aqua, -ae = water

capulum, -i = handle

latrina, -ae = toilet

gausapina, -ae = towel

epitonium, -i = faucet

Other Vocabulary

solus, -a, -um = only, alone

Teaching Tips

Ask individual students the four question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, and bathroom items. Use the action verbs as much as possible, along with accusative direct objects. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 13 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Ubi aqua est?

A: Aqua est in lavacro.

Q: In culina latrina est?

A: Minime. Latrina est in balneo.

Q: Gausapina in lavacro est?

A: Minime. Gausapina non est in lavacro, sed in balneo est.

Q: Ubi in balneo epitonia sunt?

A: Epitonia sunt in lavacro et lacu.

Q: Quot latrinae in tuo balneo sunt?

A: Sola una latrina in meo balneo sunt.

Q: Sex lavacra in tuo balneo habes?

A: Minime. Solum unum lavacrum in meo balneo habeo.

Balneum

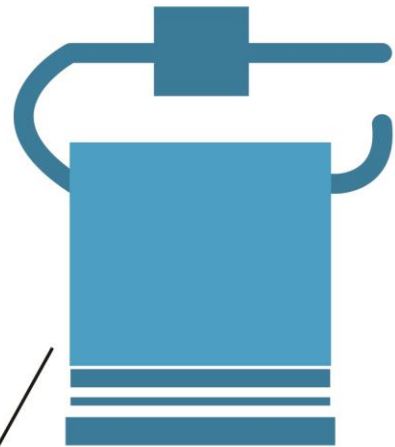
CAPULUM, -I



EPITONIUM, -I



AQUA, -AE



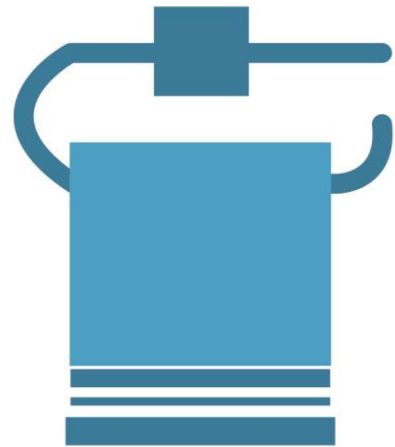
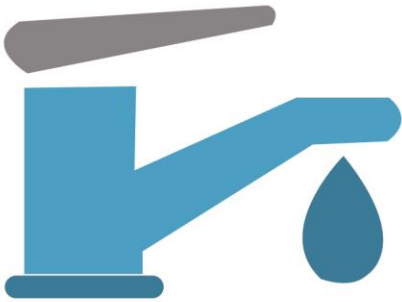
GAUSAPINA, -AE



LATRINA, -AE



LAVACRUM, -I



Chapter 14

Countries

Countries & Geography Vocabulary

pagus, -i / terra, -ae = country

Britannia, -ae = Britain
Hibernia, -ae = Ireland
Gallia, -ae = France
Luxemburgum, -i = Luxembourg
Hispania, -ae = Spain
Lusitania, -ae = Portugal
Germania, -ae = Germany
Belgica, -ae = Belgium
Nederlandia, -ae = Netherlands
Norvegia, -ae = Norway
Suevia, -ae = Sweden
Dania, -ae = Denmark
Islandia, -ae = Iceland
Finnia, -ae = Finland
Polonia, -ae = Poland
Cechia, -ae = Czech Republic
Helvetia, -ae = Switzerland
Italia, -ae = Italy
Austria, -ae = Austria
Slovacia, -ae = Slovakia
Hungaria, -ae = Hungary
Slovenia, -ae = Slovenia
Croatia, -ae = Croatia
Bosnia, -ae = Bosnia
Serbia, -ae = Serbia
Albania, -ae = Albania
Macedonia, -ae = Macedonia
Graecia, -ae = Greece
Bulgaria, -ae = Bulgaria
Romania, -ae = Romania
Moldavia, -ae = Moldova
Ucraina, -ae = Ukraine
Albarussia, -ae = Belarus
Lithuania, -ae = Lithuania
Lettonia, -ae = Latvia
Estonia, -ae = Estonia

Britannicus, a, -um = British
Hibernicus, -a, -um = Irish
Gallus, -a, -um = French
Luxemburgensis, -e = Luxembourgish
Hispanus, -a, -um = Spanish
Lusitanus, -a, -um = Portuguese
Germanicus, -a, -um = German
Belgicus, -a, -um = Belgian
Nederlandensis, -e = Dutch
Norvegicus, -a, -um = Norwegian
Suevicus, -a, -um = Swedish
Danicus, -a, -um = Danish
Islandicus, -a, -um = Icelandic
Finnicus, -a, -um = Finnish
Polonicus, -a, -um = Polish
Bohemicus, -a, -um = Czech / Bohemian
Helveticus, -a, -um = Swiss
Italus, -a, -um = Italian
Austriacus, -a, -um = Austrian
Slovacus, -a, -um = Slovak
Hungaricus, -a, -um = Hungarian
Slovenus, -a, -um = Slovene
Croaticus, -a, -um = Croatian
Bosnicus, -a, -um = Bosnian
Serbicus, -a, -um = Serbian
Albanicus, -a, -um = Albanian
Macedonicus, -a, -um = Macedonian
Graecus, -a, -um = Greek
Bulgaricus, -a, -um = Bulgarian
Romanicus, -a, -um = Romanian
Moldavicus, -a, -um = Moldovan
Ucrainicus, -a, -um = Ukrainian
Albarussicus, -a, -um = Belarussian
Lithuanus, -a, -um = Lithuanian
Lettonicus, -a, -um = Latvian
Estonicus, -a, -um = Estonian

Russia, -ae = Russia

Turcia, -ae = Turkey

Russicus, -a, -um = Russian

Turcicus, -a, -um = Turkish

Canada, -ae = Canada

Civitates Foederatae = United States

Mexicum, -i = Mexico

Canadiensis, -e = Canadian

Americanus, -a, -um = American

Mexicanus, -a, -um = Mexican

continenis, continentis (f.) = continent

Europa, -ae = Europe

Asia, -ae = Asia

Africa, -ae = Africa

America, -ae Septentrionalis, -is = North America

America, -ae Australis, -is = South America

Australia, -ae = Australia

Antarctica, -ae = Antarctica

Other Vocabulary

habito, habitare, habitavi, habitatum = live, reside

homo, hominis (m.) = person, human

lingua, -ae = language

qui, quae, quod? (interrogative adjective) = what?, which?

Declension

Interrogative Adjective ("What?" / "Which?")

	Singular			Plural		
	M	F	N	M	F	N
Nom.	qui	quae	quod	qui	quae	quae
Gen.	cuius	cuius	cuius	quorum	quorum	quorum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod	quos	quas	quae
Abl.	quo	qua	quo	quibus	quibus	quibus

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, and countries. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Teachers may also use a large world map as a visual aid, pointing to individual countries on the map as they ask the class questions in Latin. The country names and adjectives listed are only a starting point. The teacher should feel free to integrate many more countries (as well as US states and Canadian provinces) into conversation. An excellent resource for the names of countries, states, and provinces is [Vicipaedia \(Latin Wikipedia\)](#).

Use first 14 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: In qua terra habitas?

A: Habito in Civitatibus Foederatis.

Q: Ubi Galli habitant?

A: In Gallia Galli habitant.

Q: Habitamus in Austria?

A: Minime. In Canada habitamus.

Q: Qui homines in Lusitania habitant?

A: Lusitani in Lusitania habitant.

Q: In qua continente est Italia?

A: Italia in Europa est.

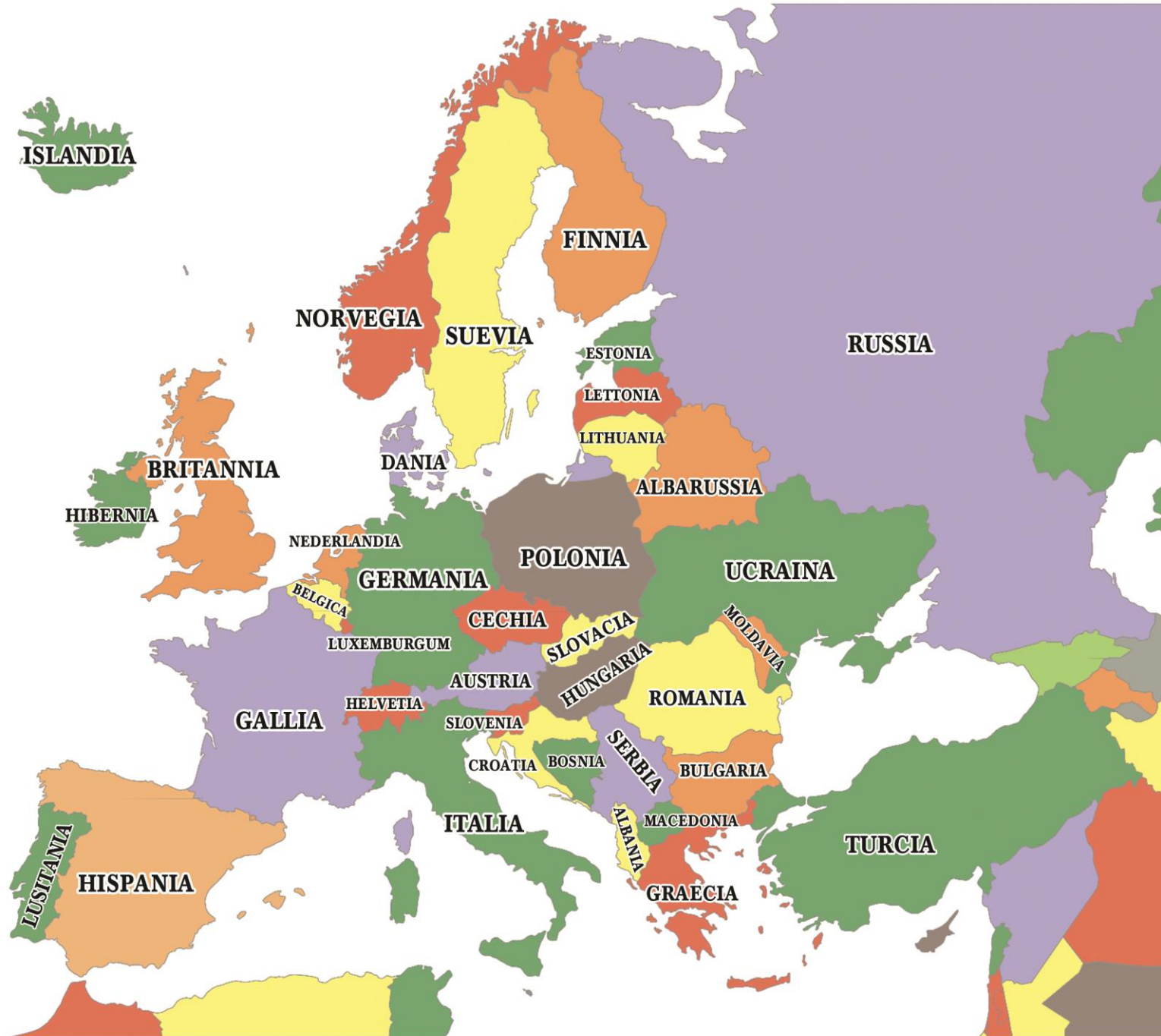
Q: Quam linguam Hispani habent?

A: Linguam Hispanam habent.

Q: Italia et Canada in Asia sunt?

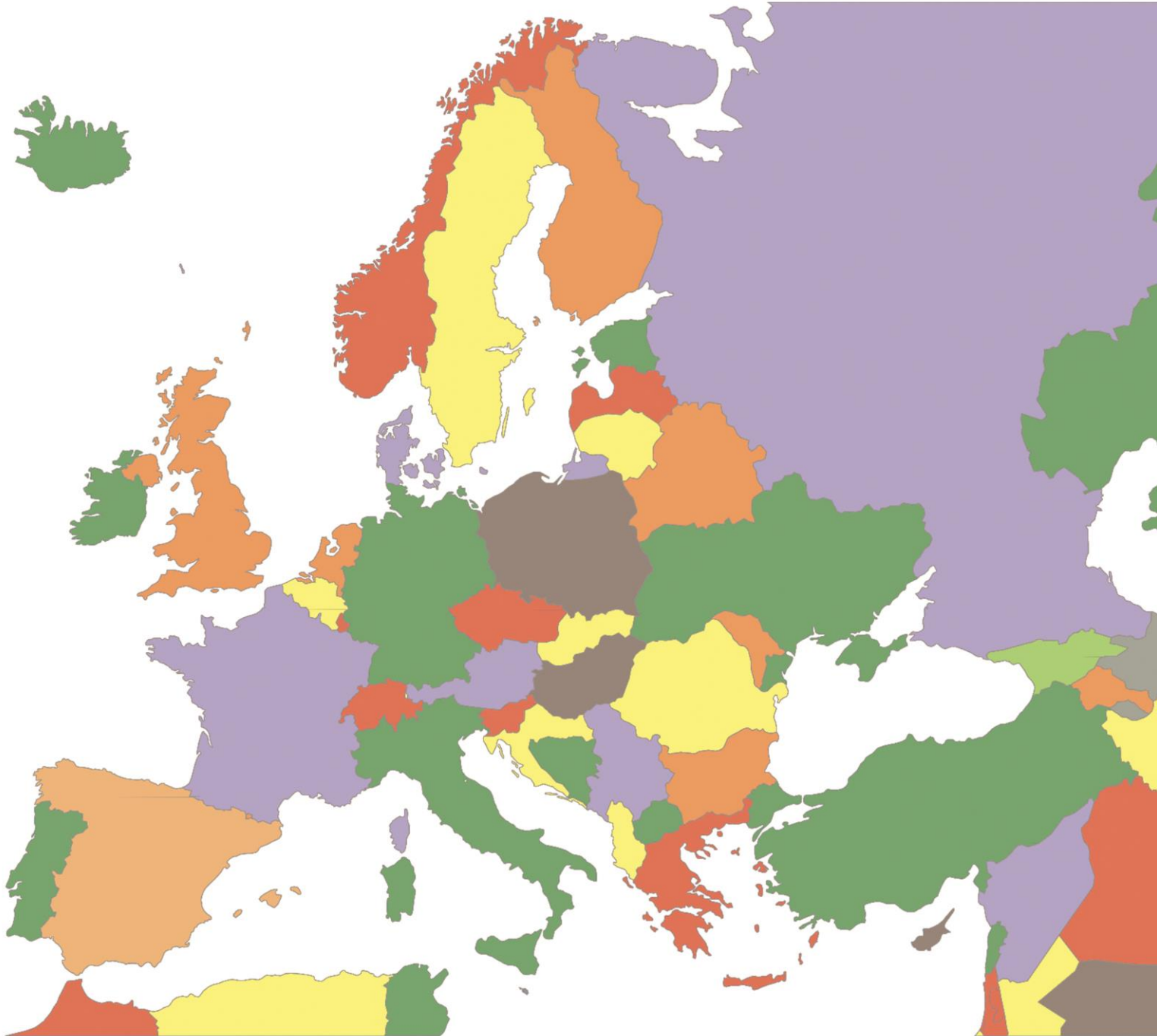
A: Non. Italia in Europa est et Canada in America Septentrionali est.

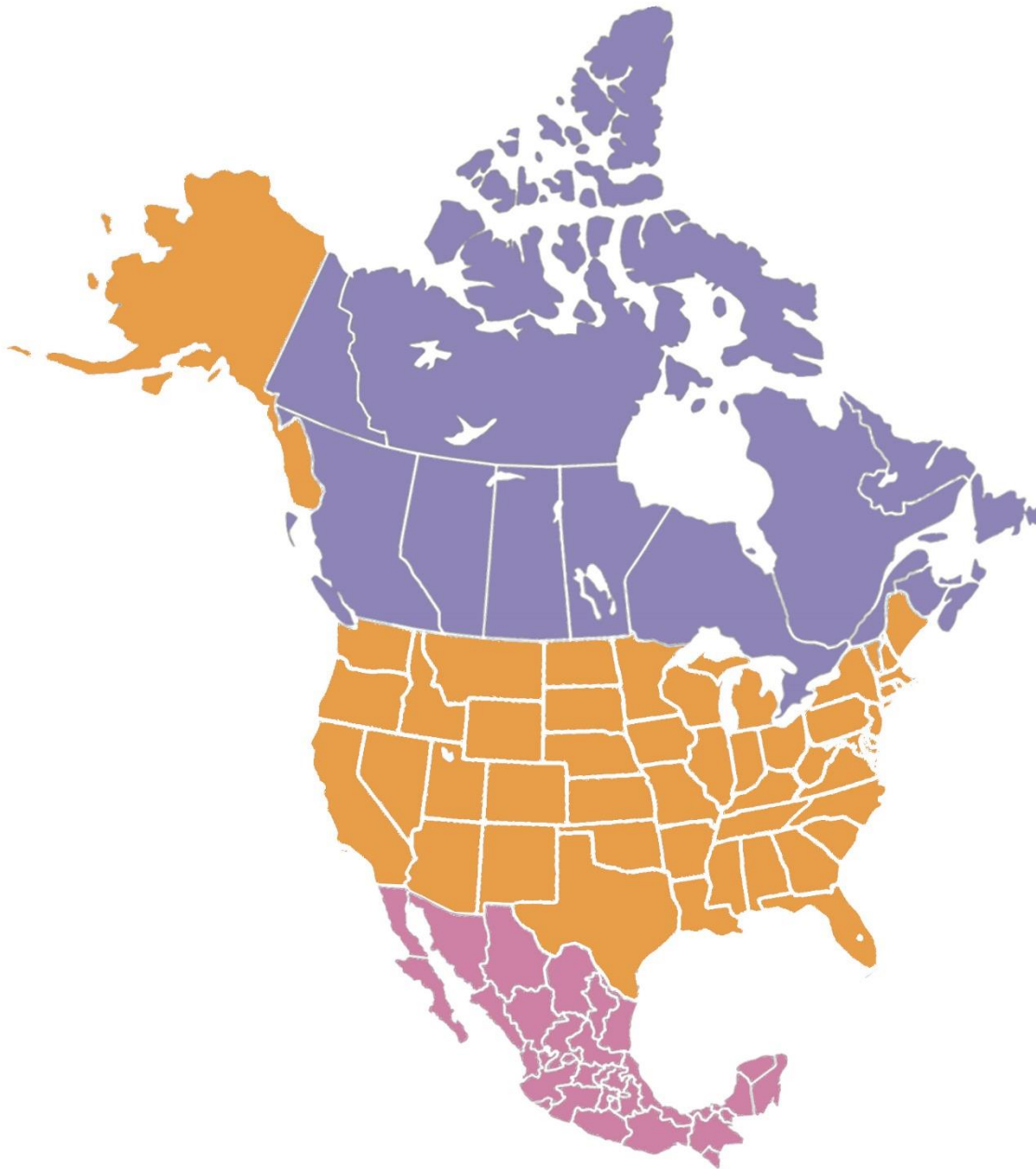
Europa



America Septentrionalis







Chapter 15

Nature

Nature Vocabulary

natura, -ae = nature
terra, -ae = earth / land
arbor, arboris (f.) = tree
quercus, -us = oak tree
collis, -is (m.) = hill
mons, montis (m.) = mountain
lacus, -us = lake
scopulus, -i = rock
solum, -i = ground
coelum, -i = sky
nubes, -is (m.) = cloud

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, and parts of nature. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 15 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est quercus?

A: Quercus arbor est.

Q: Ubi scopulus est?

A: In solo est scopulus.

Q: Quercus in monte est?

A: Minime. Quercus in solo est.

Q: In solo est nubes?

A: Minime! Nubes est in coelo.

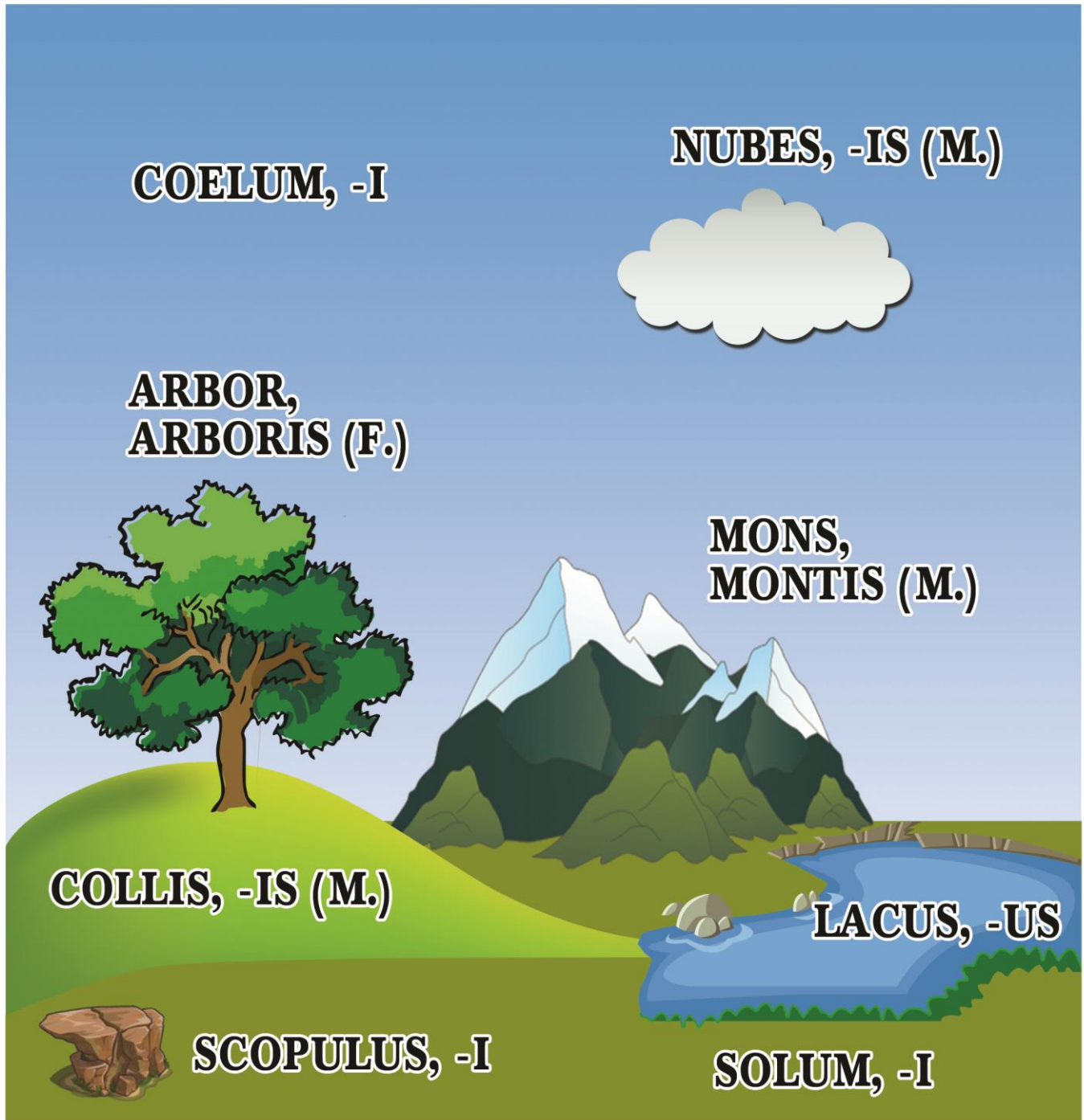
Q: Lacus aquam habet?

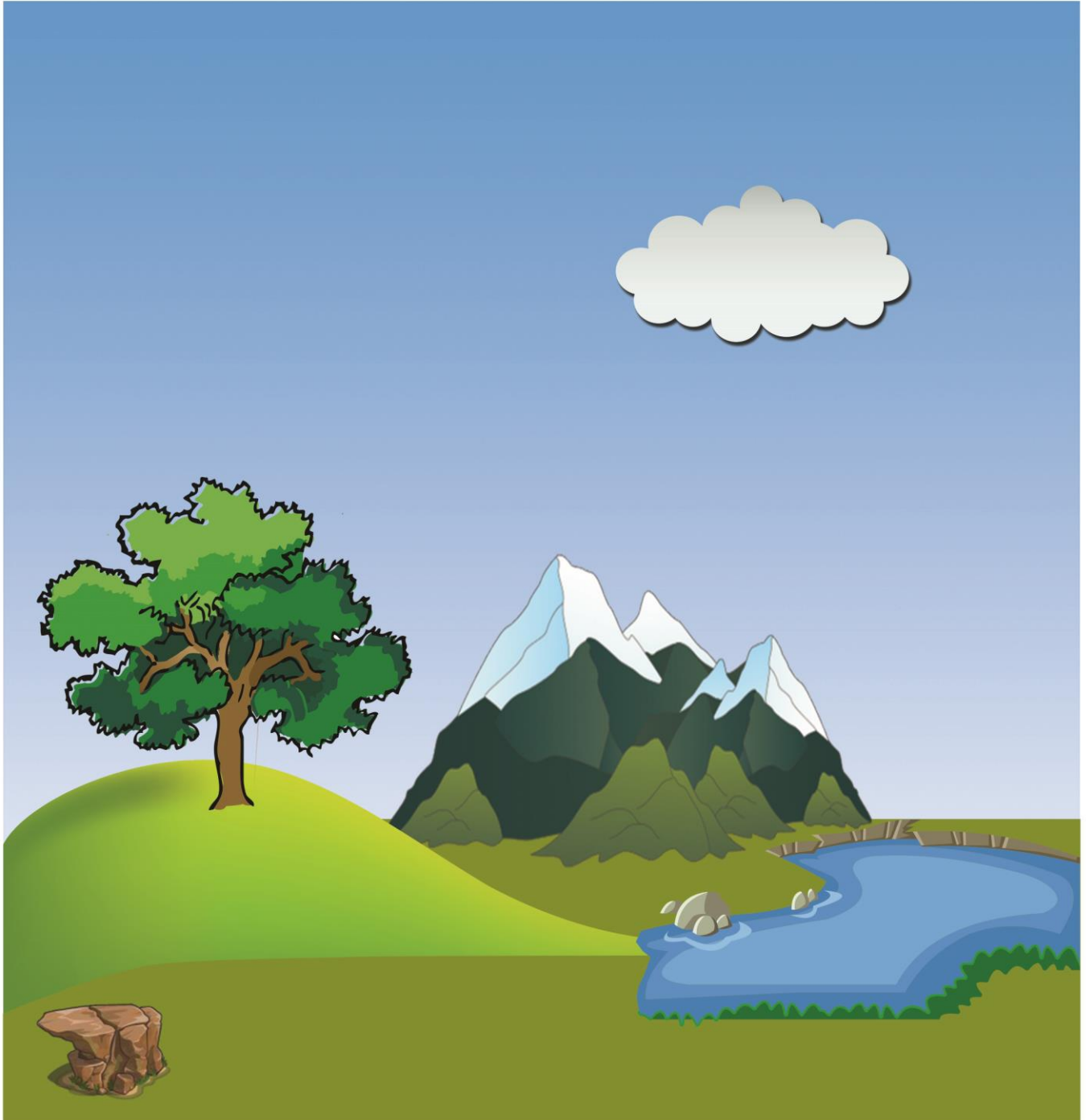
A: Vero. Multam aquam lacus habet.

Q: Coelum habet solum.

A: Non. Coelum non habet solum. Terra solum habet.

Natura





Chapter 16

Computer

Computer Vocabulary

computator, -oris = computer

interrete, -is (n.) = Internet

monitorium, -i = monitor

clavis, -is (f.) = key

claviatura, -ae = keyboard

mus, muris (m.) = mouse

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, parts of nature, and computer. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 16 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid est? (Ask as you point at monitor.)

A: Est monitorium.

Q: Claviatura est? (Ask as you point at mouse.)

A: Minime. Mus est.

Q: Quot mures sunt?

A: Unus mus est.

Q: Computatores in tua domo habes?

A: Ita! Tres computatores in mea domo habeo.

Q: In tua culina computatorem habes?

A: Non. Non est computator in mea culina.

Q: Animalia computatores habent?

A: Minime. Sed multi computatores habent animalia...habent mures!

Q: In qua domo tuus computator est?

A: In mea domo est.

Computator





Chapter 17

Book

Book Vocabulary

liber, libri = book
papyrus, -i = paper
pagina, -ae = page
littera, -ae = letter
titulus, -i = title

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, parts of nature, computer, and book. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 17 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Ubi paginae sunt?

A: In libro paginae sunt.

Q: Liber titulum habet?

A: Vero. Habet titulum.

Q: Quae sunt in titulo?

A: Litterae sunt in titulo.

Q: Galli libros legunt?

A: Quippe. Multi Galli libros legunt.

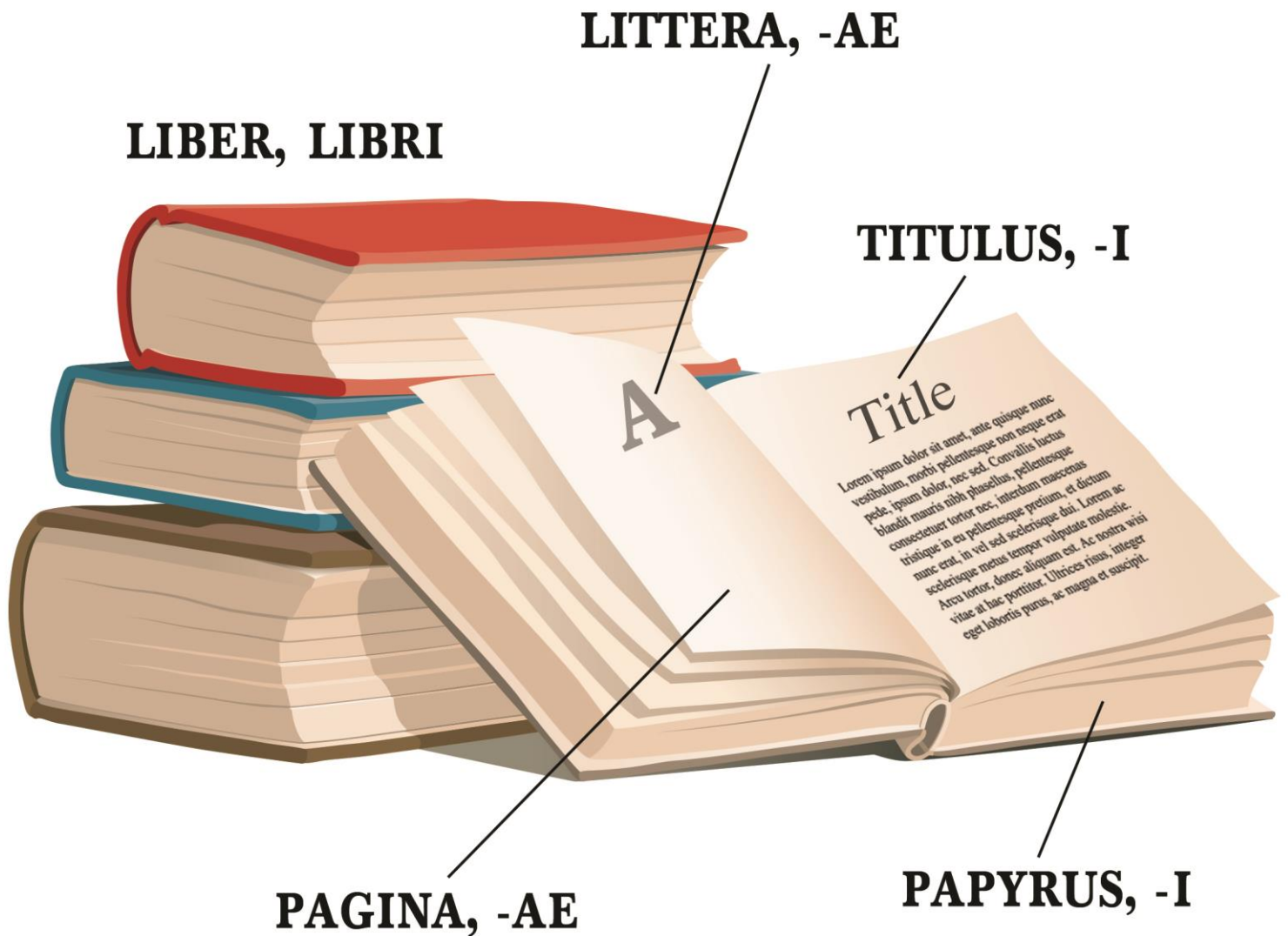
Q: In qua lingua Galli legunt?

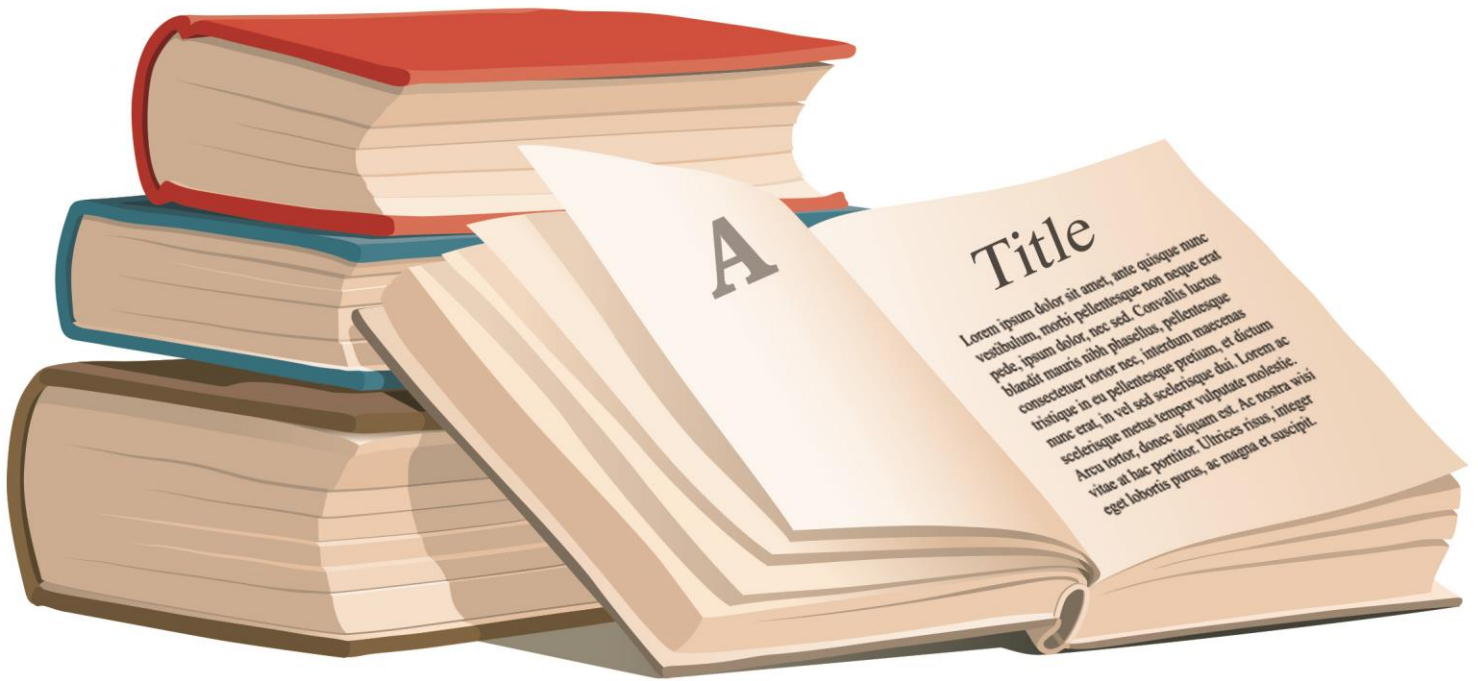
A: In Galla Galli legunt.

Q: In tua domo libri sunt?

A: Ita. Multi libri in mea domo sunt. Et libros lego!

Liber





Chapter 18

Office

Office Vocabulary

tablinum, -i = office

stylus, -i = pen

papyrus, -i = paper

mensa, -ae = table

liber, libri = book

forfex, forficis (f.) = scissors

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, parts of nature, computer, book, and office. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 18 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Ubi mensa est?

A: Mensa in tablino est.

Q: Ubi liber est?

A: Liber in mensa est.

Q: Quid in libro est?

A: Papyrus et litterae in libro sunt.

Q: Quot mensae in tua domo sunt?

A: Quinque mensae sunt in mea domo.

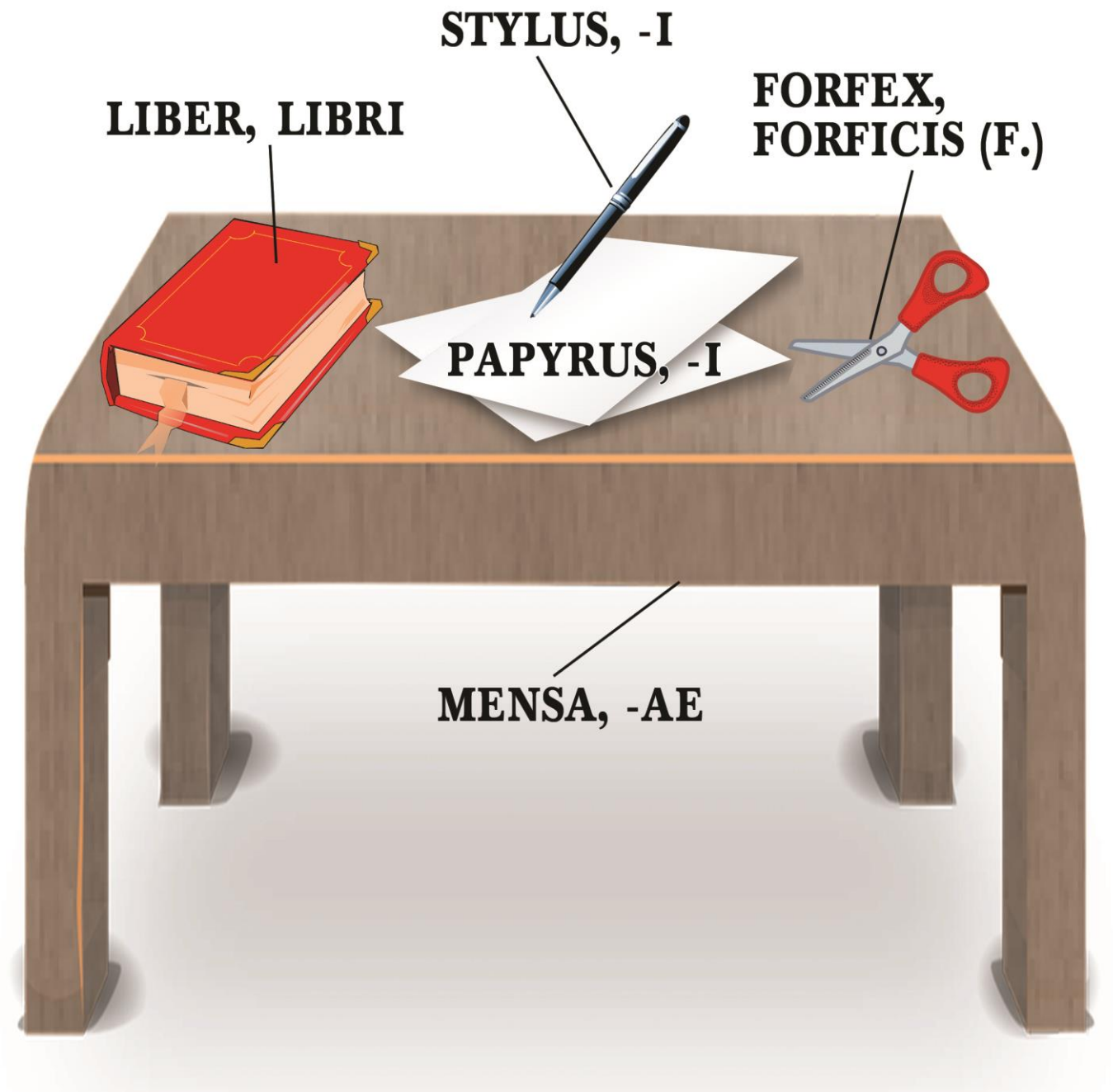
Q: Forfex scribit?

A: Minime. Sed stylus scribit.

Q: In tua culina multus papyrus est?

A: Minime. Multus papyrus non est, sed est papyrus.

Tablinum





Chapter 19

Tools

Tools Vocabulary

instrumentum, -i = tool

malleus, -i = hammer

securis, -is (f.) = ax

serra, -ae = saw

tortor, -oris (m.) = wrench

clavus, -i cochleatus, -i = screw

torculum, -i cochlearum = screwdriver

Other Vocabulary

nescio = I do not know

fortasse = perhaps

quoque = also

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ____ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ____ est/sunt? Quem/Quam/Quod ____ [action verb]? In quo/qua ____ est/sunt? In quo/qua ____ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, parts of nature, computer, book, office, and tools. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers.

Use first 19 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Quid serra est?

A: Serra instrumentum est.

Q: In tua domo securis est?

A: Non. Securis non est in mea domo.

Q: Tortor in tablino est?

A: Minime. Papyrus et libri in tablino sunt.

Q: Quot clavi cochleati in mensa sunt?

A: Nescio! Fortasse multi clavi cochleati sunt in mensa.

Q: Quae sunt serra et malleus?

A: Serra et malleus instrumenta sunt.

Q: Malleos Britannici habent?

A: Sic! Multos malleos habent Britannici, et Hiberni quoque!

Instrumenta

MALLEUS, -I



SECURIS, -IS (F.)



SERRA, -AE



**TORTOR,
-ORIS (M.)**



**CLAVUS, -I
COCHLEATUS**



**TORCULUM, -I
COCHLEARUM**





Chapter 20

Vegetables

Vegetables Vocabulary

holus, holeris (n.) = vegetable
cepa, -ae = onion
cucumis, cucumeris (m.) = cucumber
allium, -i = garlic
carota, -ae = carrot
solanum tuberosum, -i = potato
maiza, -ae = corn
piper, piperis (m.) = pepper
lycopersicum, -i = tomato
cinara, -ae = artichoke
olea, -ae = olive
citrulus, -i = pumpkin
asparagus, -i = asparagus
brassica, -ae = cabbage
pisum, -i = pea
persea americana, -ae = avocado
melongena, -ae = eggplant

Other Vocabulary

possum, posse, potui, — = be able, can
manduco, manducare, manducavi, manducatum = eat
mihi placet + nom. = I like (___ is pleasing to me)
tibi placet + nom. = you like (___ is pleasing to you)
pauci, -ae, -a = few
nullus, -a, -um = no

Teaching Tips

Ask individual students the various question types (Quid est? Quae sunt? Quot ___ sunt? Quid [action verb]?), including questions using the Interrogative Adjective (Qui/Quae/Quod ___ est/sunt? Quem/Quam/Quod ___ [action verb]? In quo/qua ___ est/sunt? In quo/qua ___ [action verb]?) or questions containing one of the vocabulary words (Culter est? Sunt patellae?) while pointing at the face, body, dinner table, fruit, furniture, clothing, animals, kitchen items, bathroom items, countries, parts of nature,

computer, book, office, tools, and vegetables. Use the action verbs as much as possible. Ask questions about the days of the week. Have students combine the numbers into their answers, paying close attention to gender/number/case agreement. Use the Ablative of Time When/Within Which in questions and answers. Start using the Perfect Indicative Active tense of verbs.

Use first 20 chapters' vocabulary. Always spend equal question/answer time on vocabulary from previous chapters and the current chapter.

Sample Questions/Answers

Q: Multas oleas manducas?

A: Minime, multas non manduco. Paucos manduco.

Q: Allium tibi placet?

A: Minime! Allium mihi non placet, sed Itali placent!

Q: Melongenam multum manducas?

A: Melongenam manduco, sed non multum.

Q: Manducas secures?

A: Non! Non possum manducare secures. Solum cibum.

Q: Quot cinaras hodie manducavisti?

A: Mullas cinaras hodie manducavi.

Q: Ubi in tua domo carotae sunt?

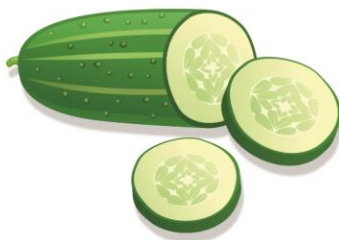
A: In mea domo sunt carotae in culina, in frigidario.

Holera

CEPA, -AE



**CUCUMIS,
CUCUMERIS (M.)**



ALLIUM, -I



CAROTA, -AE



**SOLANUM
TUBEROSUM, -I**



MAIZA, -AE



PIPER, PIPERIS (M.)

LYCOPERSICUM, -I



CINARA, -AE



OLEA, -AE



CITRULUS, -I



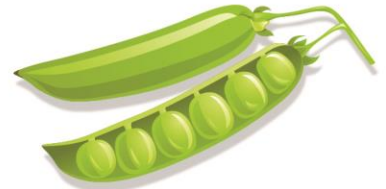
ASPARAGUS, -I



BRASSICA, -AE

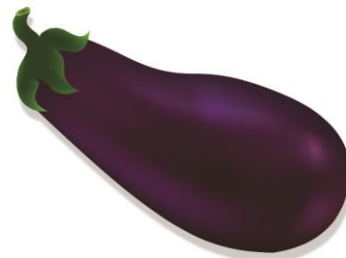


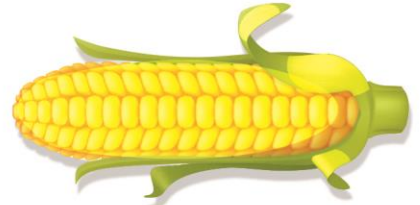
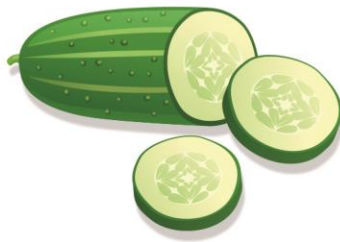
PISUM, -I

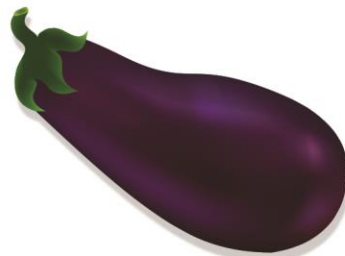


**PERSEA
AMERICANA, -AE**

MELONGENA, -AE









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